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ABSTRACT

In fall 1985, a computerized prerequisite checking system was implemented in the San Jose/Evergreen Community College District (SJ/ECCD) featuring an informational mode, which provides information about whether a student meets a prerequisite, and a lock-out mode, which prevents a student from registering for classes if prerequisites are not met. A study was conducted to assess the enrollment impact of implementing the lock-out mode; to determine the number and percentage of students not meeting prerequisites by discipline; and to determine which disciplines would be most affected by the implementation of the lock-out mode. Study findings included the following: (1) in fall 1985, 41% of the students did not meet the prerequisites for the classes in which they enrolled, though in spring 1986, this percentage dropped to 31%; (2) lack of basic skills accounted for 61% of student failure to meet prerequisites; (3) computer technology was the discipline that would be most affected by the lock-out mode as 90% of the enrolled students had not met prerequisites; (4) when the prerequisite system was implemented in an informational mode for English classes, English enrollment increased by 18% districtwide; and (5) when the lock-out mode was adopted for English classes, English enrollments decreased by 7%. Enrollment data are appended. (EJV)

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HOW MANY STUDENTS DO NOT MEET PREREQUISITES FOR SAN JOSE/EVERGREEN COMMUNITY COLLEGE COURSES?

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By

Jon Alan Kangas, Ph.D.
District Dean of Academic Standards
September 10, 1986

Institutional Research Report #60

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ABSTRACT

HOW MANY STUDENTS DO NOT MEET PREREQUISITES FOR
SAN JOSE/EVERGREEN COMMUNITY COLLEGE COURSES?

By Jon Alan Kangas, Ph.D.
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September 10, 1986

In Fall 1985, the San Jose/Evergreen Community College District began its computerized prerequisite checking system as one means of enhancing academic standards. The computerized system can either provide information about whether a student meets a prerequisite (informational mode) or prevent a student from registering (lock out mode). The system was in an informational mode for all courses for Fall 1985 and Spring 1986. English went into a lock out mode in Fall 1986.

If all courses in the District were in a lock out mode in Fall and Spring, the following percent would not have been permitted to enroll:

Fall 1985:	41% did not meet prerequisites (includes incompleteness in system and error)
Spring 1986:	31% did not meet prerequisites (includes incompleteness and error)

Increased awareness of prerequisites and refinements in the system should result in another large decrease in Fall 1986.

The percent of students not meeting prerequisites ranged from 0% in nonprerequisite courses to 90% in Computer Technology for Spring 1986. The average was 31% for all courses, including those without prerequisites, and 48% for courses with prerequisites only.

Basic skills prerequisites were added to all District courses for Fall 1985. A sample of courses with only basic skills prerequisites was made; another, with basic skills prerequisites plus course prerequisites. The percentages of the two groups that did not meet prerequisites was as follows:

Basic Skills Only:	37% did not meet (includes incompleteness and error)
Basic Skills + Course Prerequisites:	59% did not meet (includes incompleteness and error)

Lack of basic skills (plus incompleteness and error) accounted for 61% of the reasons why students did not meet prerequisites. Thirty-nine percent (39%) was due to the addition of a course prerequisite to a basic skills prerequisite.

There was great concern that a lock out mode would result in reductions in enrollment greater than the District could absorb financially. Twenty-nine percent (29%) would have been locked out of English in Spring 1986. The actual impact was calculated comparing English enrollments at the end of Week 1 for Fall 1984, Fall 1985, and Fall 1986. The difference between Fall 1984 and Fall 1985 represented the placement of English in an informational mode. The difference between Fall 1985 and Fall 1986 represented implementation of a lock out mode. Impact of these two modes is as follows:

Impact of Informational Mode:	+18% from Fall 1984 - Fall 1985
Impact of Lock Out Mode:	-7% from Fall 1985 - Fall 1986

Why was the impact less than the 29% that would have been predicted from Spring 1986 data? English courses are required for almost all other courses. English 1A is required for graduation. English courses are in a sequence. Denial in one course can result in taking a lower course. The computer system in relationship to English has been well-researched and refined. English courses have only basic skills prerequisites.

Interestingly, the impact of the lock out mode was greatest at the lowest levels of English. English 1A declined 0% at San Jose City College (SJCC) and 2% at Evergreen Valley College (EVC). English 330 (two levels below 1A) declined 14% at SJCC and 12% at EVC. English 330 has a new and low level reading prerequisite that has not been firmly enforced in the past. English enrollments should go up as other disciplines requiring basic skills enter the lock out mode over the next two years.

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BACKGROUND INFORMATION

A strong emphasis has been made in the San Jose/Evergreen Community College District over the past five years to increase academic standards:

1. In Spring 1981, the District Board approved English 1A as the exit standard for written composition for the District.

2. In Fall 1981, the Board commissioned Jon Kangas to consult the two colleges to prepare recommendations designed to increase academic standards for students entering the District. These recommendations were approved in January 1982. They centered around the establishment of basic skills prerequisites for all appropriate college level courses.

3. A District Dean of Academic Standards position was established in Spring 1985 to implement a full matriculation plan and computerized prerequisite checking.

4. Prerequisites were established for all District courses for Fall 1985.

5. To implement these prerequisites, the Board approved the District's Data Processing Department to computerize a prerequisite checking system to also begin Fall 1985. All courses for Fall 1985 and Spring 1986 were in an "informational" mode, i.e., the computer informed students at registration that they did not have a record of prerequisites being met in the District. It did not prevent registration.

6. The computerized prerequisite system also has the ability to prevent registration of students in courses in a "lock out" mode. To phase-in the impact of the implementation of the system, a three-year phase-in plan was established so that the following percentage of students were to be impacted each semester:

Semester	% Impacted	Discipline Chosen
Fall 1986	10%	English
Spring 1987	10%	ESL
Fall 1987	20%	---
Spring 1988	20%	---
Fall 1988	20%	---
Spring 1989	20%	---

In order to choose the disciplines for the "lock out" mode, further information was needed. The current research was undertaken to aid in this decision making.

METHOD

A. The Number and Percent of Students by Discipline

In order to determine the extent of impact from a lock out mode on a District discipline, the number of students enrolled at second census in each of the District's disciplines was tabulated and the percent calculated. The results are presented in Appendix A.

B. The Number and Percent of Students Not Meeting Prerequisites by Discipline

The District's computer has kept track of the number of students enrolling in classes but for whom there is not a record of the prerequisite(s) having been met for those classes.

For Fall 1985 and Spring 1986, Data Processing provided printouts indicating the number of students not meeting prerequisites in each discipline in the District by college.

The data included all students who were enrolled after the second week of classes. This data was summarized to include the following information for each college for each semester:

1. # Sects = the total number of sections in the computer for a discipline.

2. Preq Sects = the number of sections in which prerequisites were listed in the computer.

3. # Studs = total number of students in all sections of a discipline.

4. # in Preq Sects = the number of students in the sections of a discipline in which prerequisites were listed.

5. # No Meet Preqs = the number of students in a discipline for which the computer had no record of their meeting the prerequisites for the courses in the discipline.

6. Total % = the total percent of students who did not meet the prerequisites for all courses in a discipline.

7. % in Preq Courses = the percent of students not meeting prerequisites for only courses with prerequisites.

8. Total # = the total number for both colleges combined who were enrolled in a particular discipline.

9. Tot No Meet = the numbers of students in a discipline for both colleges for which there was no record of the prerequisites being met.

10. % No Meet = the percent of students in a discipline for both colleges for which there was no record of the prerequisites being met.

11. District totals indicate the potential total impact of a lock out mode if it were to be totally implemented.

Appendices B and C present a summary of this data.

C. Which Disciplines Will be Impacted the Most by the Implementation of a Lock Out Mode?

The data from Appendices B and C is organized in Appendices D and E to indicate, from highest to lowest, the percent of students not meeting prerequisites in the District's disciplines for Fall 1985 and for Spring 1986.

RESULTS AND COMMENTS

A. Significant Questions and Answers Relevant to Appendices B and C.

Question 1: If all disciplines in the District were in a lock out mode, what would have been the impact?

Answer: For Fall 1985 and Spring 1986, the following percent would have been impacted:

	Fall '85	Spr '86	% Decline
District	41	31	-24
EVC	42	31	-26
SJCC	40	31	-23

Comments: As course prerequisites have been increasingly enforced and as the data in the computer has become more accurate and more complete, the total percentage of students not meeting prerequisites has decreased from 41% to 31%, a reduction of 24%.

An important variable affecting the percentages is the large number of classes without prerequisites at SJCC, e.g., in Athletics and Apprenticeship Programs.

There should be another sharp decrease in impact for Fall 1986 as override codes are entered into the system indicating, e.g., that students met prerequisites due to other college work or other reasons not on record in the District.

The impact on selected disciplines would be as follows:

Discipline	Fall 1985	Spring 1986	Fall 1986
A & P	48%	29%	
Auto	53%	55%	
Biol	66%	44%	
Chem	52%	38%	
Draft	58%	55%	
Engl	38%	29%	0%
ESL	26%	32%	
Elect	88%	74%	
Math	42%	34%	
Hist	64%	37%	
Acctg	77%	53%	
S Sci	69%	34%	
Soc	75%	41%	

Question 2: If only courses with prerequisites are considered, what would be the impact of full implementation of the lock out mode?

Answer: For Fall '85 and Spring '86, the following percentage of students would be impacted:

	Fall '85	Spr '86	% Decline
District	60	45	-25
EVC	56	42	-25
SJCC	64	48	-25

For prerequisite classes, full implementation of a lock out mode would have a slightly greater impact at SJCC (48%) than at EVC (42%).

The impact would have been 25% less in Spring '86 than Fall '85 for both colleges. The District decline went from 60% in Fall '85 to 45% in Spring '86.

Comment: Another reduction is expected for Fall '86 as more students meet prerequisites and as more complete data is available in the computer.

B. Significant Questions and Answers Related to Appendices D and E.

Question 1: Which District disciplines would be most impacted by a lock out mode?

Answer: The impact ranges from 0-97% for Fall '85 and from 0-90% for Spring '86. Classes without listed prerequisites were least affected, e.g., Athletics and Apprendiceship Programs.

The top 20 District disciplines that would have had the greatest impact in a lock out mode for Spring '86 were as follows:

Discipline	% Impact	Discipline	% Impact
CT	90	Astro	66
Mach	75	Supr	63
Dent	74	Ger	63
Elect	74	Latin	63
Japan	73	L E	63
Tech	73	ComSc	63
Engr	70	Air C	60
I A	69	Auto	55
Rec	69	H Sci	55
Laser	68	Draft	55

The 20 disciplines that would have had the least impact outside of PE, Athletics, and Apprenticeship courses would be as follows:

Discipline	% Impact	Discipline	% Impact
Photo	6	Mktg	27
Art	7	Anat	28
SL	8	Engl	29
Dance	11	E C E	29
Music	12	A & P	29
Drama	14	A J	30
Labor	15	Journ	31
Cos	15	Span	31
H Ed	25	N S	32
Com S	25	Econ	32

Comments: Disciplines with complex prerequisites or in which students could easily by-pass prerequisites tended to have the highest impact.

C. English, A Case Study

Question 1: What was the impact on English when it was placed in an informational mode in the computerized prerequisite checking system?

Answer: Appendices F, G, and H outline the number of students enrolled in English, Learning Assistance (LA) and Individualized Instruction (II) courses for Fall 1984, 1985, and 1986 as of the end of the first week of school.

The percentage increase or decrease in headcount between Fall 1984 and 1985 gives a rough estimate of the impact on English when the District began its informational mode.

English Area	EVC	SJCC	District
All Writing	-2%	+12%	---
All Reading	+67%	+34%	---
All English	+18%	+20%	+19%
All English + II/LA	+18%	+18%	+18%

Comment: When prerequisites were instituted in an informational mode, English enrollment also increased about 18% at EVC, 18% at SJCC and 18% district-wide. The reading program at SJCC showed the largest increase at 34%. This data includes reading and writing enrollment in the II and LA areas.

Question 2: Then what happened to English when it entered a lock out mode the following Fall 1986 semester?

Answer: The following increase or decrease in headcount at the end of Week 1 was found:

English Area	EVC	SJCC	District
All Writing	-6%	-1%	---
All Reading	-10%	-34%	---
All English	-7%	-13%	-10%
All English + II/LA	-5%	-10%	-7%

Comment: Following an 18% district-wide increase in English after the institution of the informational mode, a 7% district-wide decline occurred in English with the institution of a lock out mode. The reading program at SJCC, which has increased 34% in the informational mode, declined 34% from this new high. Unusually high second week enrollments in reading at SJCC may diminish this impact.

Also, there are 60-100 students who were in the process of being informed that they were about to be dropped from English classes because an override had been given and they had not demonstrated competency in the allotted time. Incorrect use of override codes was also involved.

Quesion 3: If English were in a lock out mode for Spring 1986, there would have been a 29% impact. Why was the actual impact as of the end of the first week only 7%? This is especially puzzling when you tell me that there were over 2000 attempts to register for English classes that were denied due to lack of prerequisites.

Answer: It is important to know the answer to this question in order to understand the data relating to prerequisites from previous semesters. The reasons are several:

1. The prerequisites were refined. A student who had completed Engl 1A was credited with completing ReadL 2 so that he or she could take history and other classes that required ReadL 2 and WritL 2. A problem with the Same As List converted English 92 to 101 so we added 101 as meeting the prerequisite for 1A.

2. Some problems with older test scores were eliminated.

3. Some problems with students who had never taken a test and then took one recently were corrected. These were not being picked up as meeting an English level.

4. Override codes were entered by counselors to indicate old test scores not in the current system.

5. Override codes were entered by counselors to indicate English classes taken at other schools. This process will be most important for math when it goes into a lock out mode because so many math students will have previous math experience.

6. Many students who may have been denied access to English 1A may have taken 92. Thus, English as a discipline did not actually lose this student. It is likely that disciplines with sequences will fare better in a lock out mode than courses that are isolated, such as Anthropology or Japanese.

7. Since English is required for almost everything, a student has many incentives for taking English. A nonrequired discipline, such as Sociology, may not fare so well.

Comment: It was expected that there would be a domino effect in English, with the greatest impact in English 1A, with those students taking 92, and with 330 growing the most. The actual percentage impact was highest at the lowest levels as follows:

Discipline	EVC	SJCC
1B	+2%	+11%
1A	-2%	0
92	-2%	+3%
330	-12%	-14%

Under the informational mode, it was harder to enforce a low level prerequisite for 330 than a higher prerequisite for higher English courses. In addition, 330 had not had a prerequisite in the past, and it was a slow process establishing and enforcing the prerequisite.

D. ESL, What to Expect

Question 1: ESL is expected to go into a lock out mode for Spring 1987. Based on our experience with English, what can we expect in terms of impact on ESL?

Answer: I would expect a slight but not great impact, similar to that which we have experienced in English. Most of what is true of English is true of ESL.

Some additional variables that may affect ESL are as follows:

1. Many ESL classes were closed early for Fall '86.

2. ESL prerequisites are slightly more complex at the lower levels of ESL which can make progress slightly more difficult in the program.

3. Test scores are augmented with a writing sample at SJCC, introducing slightly more complexity to the system.

4. Recent massive changes in the ESL program have not left a lot of time to test the prerequisite system as it relates to ESL.

5. Some students at low levels of ESL will not have been able to meet the prerequisites to progress from Fall to Spring at EVC because EVC did not offer the full prerequisite level of 332, 333, and 334. This situation should be minimal for Fall '86 but will result in some confusion for Spring '87.

Comment: I will take a guess that ESL will decline 5% from Spring 1985 to 1986.

D. Significant Questions and Answers Related to Appendices F and G.

Question 1: What proportion of the impact is due to basic skills prerequisites as opposed to course prerequisites?

Answer: A rough comparison was made possible by comparing a sample of somewhat comparable courses that have basic skills prerequisites only versus those with basic skills plus a course prerequsite(s).

The summary data is as follows:

Percentage of Students Not Meeting Prerequisites in Courses with Basic Skills Only Compared to Courses with Basic Skills Plus a Course Prerequisite

	EVC		SJCC		District	
Level	B.Skills	+Crse	B.Skills	+Crse	B.Skills	+Crse
1	50	62	35	69	44	65
2	44	65	24	47	35	55
Total	45	64	26	55	37	59

The percent impact district-wide for basic skills compared to course prerequisites can be viewed as follows:

59% impact was calculated for courses with basic skills + a course prerequisite
37% impact was calculated for courses with basic skills courses only
22 percentage points difference

If course prerequisites + incomplete data resulted in 37% of the impact, adding a course prerequisite(s) resulted in a rough 60% increase in the impact.

Put another way, a rough estimate of the relative proportion of impact due to basic skills prerequisites district-wide would be:

61% of the impact would be due to basic skills plus incomplete data
39% would be due to the course prerequisite plus incomplete data

Question 2: So how does knowing this information help in selecting lock out classes?

Answer: Other variables being constant, choosing a discipline with only basic skills prerequisites will have less impact than one with course prerequisites in addition.

Question 3: Level 1 represents completion of Reading 321, three levels below English 1A. Since it is a lower prerequisite than completion of Level 2 Reading and Writing two levels below English 1A, do students meet these courses more often?

Answer: Interestingly, the classes with only a Level 1 prerequisite had more students not meeting prerequisites district-wide (44%) than those having Level 2 Reading plus Writing (35%). Fifty percent (50%) of students in Level 1 sections at SJCC and 25% at EVC do not meet the Level 1 prerequisite.

Comment: I think it is basically harder to ask people to go through the process of testing to meet low level prerequisites than to meet higher level prerequisites, especially if the students are evening or Saturday students.

SJCC has more large disciplines with courses with Level 1 prerequisites than EVC. CT, Mach, Dent, Elect are examples. It also has a larger evening program.

Putting a Level 1 class in a lock out mode will not have a smaller impact than a lock out in a Level 2 class. In fact, it will take a greater commitment to enforce prerequisites for Level 1 classes than Level 2 classes. The impact will be greater at SJCC than EVC, in general.

DISCUSSION

Question: Why does the computer list a student as not meeting a prerequisite?

Answer: It is very important that one understand why a prerequisite is not met. The reasons are listed in their estimated order of impact.

1. Students do not have the basic skills prerequisites for classes. For example, a student may not have ReadL 2 as well as WritL 2 when trying to take History 17A.

2. Students do not have the course prerequisites for classes. For example, a student may not have Drafting 10 as the prerequisite for Drafting 11.

3. Students may have met a prerequisite because of a course taken at another school but did not have the course entered into the prerequisite system.

4. Students with placement test scores taken before 1983 will not meet prerequisites that require that score because it will not have been entered into the system.

5. A prerequisite may have been written incorrectly.

6. The Same As List may not have been updated, e.g., English 92 was erroneously converted to English 101.

7. The prerequisite system may not have handled some unique situations, e.g., a student who repeated English 92 and raised his grade from a 'D' to a 'C' would not have been recognized for his higher grade.

   Data Processing is reviewing this problem.

8. Prerequisite levels may not have anticipated all possible circumstances, e.g., a student may have taken English 1A in the District but would not be able to take a course with ReadL 1 because the student had not taken any reading in the District. This was corrected for Fall 1986.

9. Scanning errors and errors made by students in entering their social security number account for a small portion of impact.

As prerequisites have been increasingly clarified and enforced, and as the computerized system has been refined, the number of students listed as not meeting prerequisites has declined. For example, the total prerequisites not met were as follows:

Fall 1985	41%
Spring 1986	31%
Fall 1986	Another decline expected

Question: In general, which disciplines will have the greatest impact if they were to be placed into a lock out mode?

Answer: Such disciplines tend to have:

1. Complex prerequisites
2. Basic skills combined with a course prerequisite
3. Low levels of basic skills
4. High numbers of well-educated persons
5. Few other courses in a sequence with it
6. No requirement for graduation

Question: What should be key considerations in choosing disciplines for a lock out mode?

Answer: Several considerations are worth noting:

1. Fall 1986 data will be far better than previous data because there are fewer system errors and because counselors have entered override information into the prerequisite system.

   I would suggest that choices for lock out mode for Spring 1988 and beyond not be made until Fall 1986 data is available.

2. Instructor interest is an important consideration in choosing disciplines for a lock out mode. Instructors in CT, Elect, and Laser, for example, are eager to enter a lock out mode. They have also had some of the highest impacts.

   A quick look at Fall 1986 roll sheets for these disciplines will give some indication of their impact. New changes in the disciplines will not be tested until Spring 1987.

3. Disciplines with low enrollment, nonsequential courses, and low WSCH/FTE will suffer most.

4. Some disciplines with basic skills only and basic skills plus course prerequisites should be chosen for Fall 1987. This will allow the eventual impact of the lock out mode to be distributed over more semesters and will allow for a test of the system that will provide data to more accurately assess the impact of prerequisites on such disciplines.

5. Math as a basic skill has often been mentioned as an obvious discipline to enter the lock out mode early. However, it should be remembered that the Math Department has just started using four new math tests and has one of the largest groups of students that will have met prerequisites based on previous coursework and employment. It is a volatile discipline that will be a real test of the system.

   If Math is chosen, it should probably be paired with a less volatile discipline.

6. It should be remembered that compliance with Title 5 will increase the prerequisite level of a number of disciplines that will result in unknown impact. It would not be wise to choose too many disciplines with unknown impact.

JK:lt(dd2)

APPENDIX A

SAN JOSE COMMUNITY COLLEGE DISTRICT

Disciplines, Number of Sections, and
Number of Students By Discipline for Fall 1985

DATA FOR END OF WEEK ONE

Discipline	Number of Sections SJCC	Number of Sections EVC	Number of Students SJCC	Number of Students EVC	District Total Sections	District Total Students	%
A & P	0	3	0	40	3	40	.1
A J	22	5	297	199	27	496	1.2
A S	5	0	3	0	5	3	--
ACCTG	17	3	811	75	20	886	2.1
AIR C	8	0	178	0	8	178	.4
ANAT	1	3	23	36	4	59	.1
ANTH	1	0	19	0	1	19	--
APP	2	0	0	0	2	0	--
ART	36	10	377	235	46	612	1.4
ASTRO	1	0	19	0	1	19	--
ATH/M	19	0	162	0	19	162	.4
AUTO	0	23	0	475	23	475	1.1
BIOL	8	5	154	81	13	235	.5
BOT	0	3	0	29	3	29	.1
BP	2	0	17	0	2	17	--
BRICK	1	0	0	0	1	0	--
BUS	61	38	931	1176	99	2107	4.9
CAB	2	0	17	0	2	17	--
CHEM	16	20	406	365	36	771	1.8
CIS	37	27	1006	911	64	1917	4.4
CNSTR	11	0	159	0	11	159	.4
COM S	0	13	0	337	13	337	.8
CORCT	7	0	77	0	7	77	.2
COS	6	0	84	0	6	84	.2
CT	62	11	726	156	73	882	2.0
DANCE	23	11	122	196	34	318	.7
DENT	11	0	102	0	11	102	.2
DRAFT	12	16	358	299	28	657	1.5
DRAMA	49	2	141	12	51	153	.4
E C E	23	0	339	0	23	339	.8
E S L	75	38	2094	1620	113	3714	8.6
ECON	7	5	210	221	12	431	1.0
ELEC	9	0	119	0	9	119	.3
ELECT	159	37	2659	778	196	3437	7.9
ENGL	90	80	2616	2714	170	5330	12.3
ENGR & ENGRT	0	12	0	304	12	304	.7
F C S	3	19	81	358	22	439	1.0
FLOOR	3	0	49	0	3	49	.1
FREN	8	2	106	53	10	159	.4
GEOG	3	0	83	0	3	83	.2
Subtotal	800	386	14,545	10,670	1,186	25,215	

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Discipline	Number of Sections SJCC	Number of Sections EVC	Number of Students SJCC	Number of Students EVC	District Total Sections	District Total Students	%
GEOL	2	0	17	0	2	17	--
GER	0	1	0	10	1	10	--
GLAZ	4	0	52	0	4	52	.1
GOVT	4	1	11	16	5	27	.1
GUIDE	53	9	446	419	62	865	2.0
H ED	15	8	463	346	23	809	1.9
H SCI	5	0	104	0	5	104	.2
HIST	20	15	937	676	35	1613	3.7
I A	7	0	59	0	7	59	.1
I T V	0	10	0	54	10	54	.1
I/DIS	0	1	0	2	1	2	--
JAPAN	1	0	28	0	1	28	.1
JOURN	5	5	35	29	10	64	.2
L A	27	0	443	0	27	443	1.0
L E	31	0	0	0	31	0	--
LABOR	12	0	68	0	12	68	.2
LASER	6	0	73	0	6	73	.2
LIB	2	0	15	0	2	15	--
LIBR	0	1	0	31	1	31	.1
MACH	24	0	365	0	24	365	.8
MATH	58	58	1876	2084	116	3960	9.2
METEO	1	0	17	0	1	17	--
MICRO	2	3	28	32	5	60	.1
MIL S	2	0	0	0	2	0	--
MKTG	19	0	290	0	19	290	.7
MUSIC	124	17	622	335	141	957	2.2
N S	15	8	434	146	23	580	1.3
NURS	0	30	0	431	30	431	1.0
P ED	300	31	1445	856	331	2301	5.3
PHIL	5	4	178	166	9	344	.8
PHOTO	23	4	249	77	27	326	.8
PHYS	11	11	253	282	22	535	1.2
PHYSC	0	2	0	34	2	34	.1
PHYSO	1	3	28	42	4	70	.2
PLAST	1	0	1	0	1	1	--
POLSC	6	3	165	176	9	341	.8
PSYCH	23	11	407	442	34	849	2.0
REC	2	0	10	0	2	10	--
RIBE	5	0	132	0	5	132	.3
S SCI	5	5	196	243	10	439	1.0
SL	2	1	38	36	3	74	.2
SOC	2	3	78	88	5	166	.4
SP	17	0	451	0	17	451	1.0
SPAN	7	5	134	129	12	263	.6
SPECL	4	0	10	0	4	10	--
SUPR	11	5	200	106	16	306	.7
W E	4	0	13	0	4	13	--
WD PR	16	8	203	206	24	409	1.0
Subtotal	884	263	10,574	7,494	1,147	18,068	99.9%
Grand Total	1,684	649	25,119	18,164	2,333	43,283	

APPENDIX B

AND % OF STUDENTS NOT MEETING PREREQUISITES BY DISCIPLINE FOR FALL 1985
IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

DISC	# SECTS	PREQ SECTS	# STUDS	# IN PREQ SECTS	# NO MEET PREQS	TOTAL %	% IN PREQ COURSES	COLL	TOT #	TOT NO MEET	% NO MEET
A & P	1	1	40	40	19	48	48	EVC	40	19	48
A J	17	10	331	299	165	50	55	SJCC			
A J	7	5	217	205	85	39	41	EVC	548	250	46
ACCTG	17	17	736	736	569	77	77	SJCC			
ACCTG	3	3	70	70	50	71	71	EVC	806	619	77
AIR C	8	7	203	180	123	61	68	SJCC	203	123	61
ANAT	1	1	20	20	14	70	70	SJCC			
ANAT	1	1	34	34	19	56	56	EVC	54	33	61
ANTH	1	1	17	215	14	82	7	SJCC	17	14	82
APP	2	0	81	0	0	0	0	SJCC	81	0	0
ART	38	4	736	33	23	3	70	SJCC			
ART	22	3	235	51	40	17	78	EVC	971	63	6
ASTRO	1	1	18	18	12	67	67	SJCC	18	12	67
ATH/M	10	0	128	0	0	0	0	SJCC	128	0	0
ATH/W	6	0	1809	0	0	0	0	SJCC	1809	0	0
AUTO	23	23	499	499	266	53	53	EVC	499	266	53
BIOL	6	6	101	101	70	69	69	SJCC			
BIOL	3	3	72	72	45	63	63	EVC	173	115	66
BOT	2	2	51	51	33	65	65	EVC	51	33	65
BRICK	1	0	6	0	0	0	0	SJCC	6	0	0
BUS	48	39	926	711	444	48	62	SJCC			
BUS	61	54	1153	1075	627	54	58	EVC	2079	1071	52
CAB	2	0	33	0	0	0	0	SJCC	33	0	0
CHEM	7	7	220	220	129	59	59	SJCC			
CHEM	9	8	355	292	171	48	59	EVC	575	300	52
CIS	36	31	1199	658	563	47	86	SJCC			
CIS	27	21	789	735	522	66	71	EVC	1988	1085	55
CNSTR	11	7	238	130	91	38	70	SJCC	238	91	38
COM S	13	13	364	364	234	64	64	EVC	364	234	64
COMSC	1	1	8	8	8	1	1	SJCC			
COMSC	3	3	75	75	51	68	68	EVC	83	59	71
CORCT	2	0	184	0	0	0	0	SJCC	184	0	0
COS	3	3	87	87	26	30	30	SJCC	87	26	30
CT	41	41	630	630	610	97	97	SJCC			
CT	9	9	177	177	171	97	97	EVC	807	781	97
DANCE	24	2	234	8	4	2	50	SJCC			
DANCE	20	4	303	38	14	5	37	EVC	537	18	3
DENT	10	10	498	498	405	81	81	SJCC	498	405	81
DRAFT	12	10	166	143	121	73	85	SJCC			
DRAFT	16	14	291	261	146	50	56	EVC	457	267	58
DRAMA	32	7	292	64	34	12	53	SJCC			
DRAMA	10	1	41	13	11	27	85	EVC	333	45	14
E C E	14	11	306	244	160	52	66	SJCC	306	160	52
E S L	64	63	2016	1980	348	17	18	SJCC			
E S L	164	51	2242	1745	740	33	42	EVC	4258	1088	26
ECON	7	7	215	215	170	79	79	SJCC			
ECON	4	4	202	202	145	72	72	EVC	417	315	76
ELEC	9	0	235	0	0	0	0	SJCC	235	0	0

APPENDIX B

AND % OF STUDENTS NOT MEETING PREREQUISITES BY DISCIPLINE FOR FALL 1985
IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

DISC	# SECTS	PREQ SECTS	# STUDS	# IN PREQ SECTS	# NO MEET PREQS	TOTAL %	% IN PREQ COURSES	COLL	TOT #	TOT NO MEET	% NO MEET
ELECT	145	142	2529	2481	2213	88	89	SJCC			
ELECT	37	37	721	721	652	90	90	EVC	3250	2865	88
ENGL	102	69	2678	2025	979	37	48	SJCC			
ENGL	84	80	3230	3044	1284	40	42	EVC	5908	2263	38
ENGR	10	10	288	288	157	55	55	EVC	288	157	55
ENGRT	3	1	36	24	13	36	54	EVC	36	13	36
F C S	6	6	122	122	100	82	82	SJCC			
F C S	18	11	414	316	257	62	81	EVC	536	357	67
FLOOR	3	0	71	0	0	0	0	SJCC	71	0	0
FREN	8	5	117	96	80	68	83	SJCC			
FREN	3	2	111	68	55	50	81	EVC	228	135	59
GEOG	3	3	88	88	67	76	76	SJCC	88	67	76
GEOL	2	2	24	17	8	33	47	SJCC	24	8	33
GER	1	0	23	0	0	0	0	EVC	23	0	0
GLAZ	3	0	35	0	0	0	0	SJCC	35	0	0
GOVT	3	0	37	0	0	0	0	SJCC			
GOVT	2	0	20	0	0	0	0	EVC	57	0	0
GUIDE	21	0	601	0	0	0	0	SJCC			
GUIDE	13	0	449	0	0	0	0	EVC	1050	0	0
H ED	12	12	501	501	228	46	46	SJCC			
H ED	9	8	352	337	146	41	43	EVC	853	374	44
H S	2	0	3	0	0	0	0	SJCC	3	0	0
H SCI	5	4	128	94	89	70	95	SJCC	128	89	70
HIST	21	21	1054	1054	686	65	65	SJCC			
HIST	15	15	673	673	420	62	62	EVC	1727	1106	64
I A	6	5	69	68	60	87	88	SJCC	69	60	87
I I	31	0	966	0	0	0	0	EVC	966	0	0
I T V	11	9	79	71	52	66	73	EVC	79	52	66
JAPAN	1	1	30	30	28	93	93	SJCC	30	28	93
JOURN	7	6	54	50	37	69	74	SJCC			
JOURN	5	5	35	35	28	80	80	EVC	89	65	73
L A	16	0	682	0	0	0	0	SJCC	682	0	0
L E	17	16	485	464	372	77	80	SJCC	485	372	77
LABOR	13	3	284	71	68	24	96	SJCC	284	68	24
LASER	5	5	84	84	78	93	93	SJCC	84	78	93
LIB	2	2	29	29	25	86	86	SJCC	29	25	86
LIBR	1	1	26	26	14	54	54	EVC	26	14	54
MACH	23	22	506	505	404	80	80	SJCC	506	404	80
MATH	57	40	1891	1391	840	44	60	SJCC			
MATH	57	40	2045	1537	805	39	52	EVC	3936	1645	42
METEO	1	1	18	18	12	67	67	SJCC	18	12	67
MICRO	1	1	15	15	10	67	67	SJCC			
MICRO	1	1	31	31	14	45	45	EVC	46	24	52
MKTG	15	14	471	449	226	48	50	SJCC	471	226	48
MUSIC	97	17	936	157	96	10	61	SJCC			
MUSIC	24	10	386	153	93	24	61	EVC	1322	189	14
N S	5	5	216	216	108	50	50	SJCC			
N S	4	3	133	109	54	41	50	EVC	349	162	46
NURS	14	11	509	327	140	28	43	EVC	509	140	28

APPENDIX B

AND % OF STUDENTS NOT MEETING PREREQUISITES BY DISCIPLINE FOR FALL 1985
IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

DISC	# SECTS	PREQ SECTS	# STUDS	# IN PREQ SECTS	# NO MEET PREQS	TOTAL %	% IN PREQ COURSES	COLL	TOT #	TOT NO MEET	% NO MEET
P ED	231	0	2491	0	0	0	0	SJCC			
P ED	79	4	870	50	50	6	1	EVC	3361	50	1
PHIL	4	4	185	185	138	75	75	SJCC			
PHIL	4	3	182	162	116	64	72	EVC	367	254	69
PHOTO	26	6	516	70	20	4	29	SJCC			
PHOTO	4	0	77	0	0	0	0	EVC	593	20	3
PHYS	6	6	140	140	66	47	47	SJCC			
PHYS	5	5	144	144	84	58	58	EVC	284	150	53
PHYSC	2	2	20	20	4	20	20	EVC	20	4	20
PHYSO	1	1	38	38	25	66	66	EVC			
PHYSO	1	1	276	24	17	6	71	SJCC	314	42	13
PLAST	2	0	31	0	0	0	0	SJCC	31	0	0
POLSC	6	6	174	174	114	66	66	EVC			
POLSC	3	3	174	174	112	64	64	EVC	348	226	65
PSYCH	16	16	451	451	301	67	67	SJCC			
PSYCH	11	11	438	438	252	58	58	EVC	889	553	62
REC	2	0	32	0	0	0	0	SJCC	32	0	0
RIBE	5	0	161	0	0	0	0	SJCC	161	0	0
S SCI	5	5	220	220	170	77	77	SJCC			
S SCI	8	5	265	256	166	63	65	EVC	485	336	69
SL	1	0	29	29	0	0	0	SJCC			
SL	1	0	38	0	0	0	0	EVC	67	0	0
SOC	2	2	80	80	59	74	74	SJCC			
SOC	3	3	89	89	68	76	76	EVC	169	127	75
SP	16	16	461	461	329	71	71	SJCC	461	329	71
SPAN	7	6	147	141	106	72	75	SJCC			
SPAN	9	5	218	128	73	33	57	EVC	365	179	49
SPECL	0	0	11	0	0	0	0	SJCC	11	0	0
SUPR	10	9	194	182	129	66	71	SJCC			
SUPR	5	5	124	124	97	78	78	EVC	318	226	71
TECH	4	0	15	0	0	0	0	EVC	15	0	0
W E	3	0	20	0	0	0	0	SJCC	20	0	0
WD PR	12	12	213	213	131	62	62	SJCC			
WD PR	9	5	201	166	95	47	57	EVC	414	226	55
DIST	2277	1296	51893	35141	21212	41	60		51893	21212	41
EVC	895	525	20804	15722	8829	42	56		20804	8829	42
SJCC	1382	771	31089	19419	12383	40	64		31089	12383	40

APPENDIX C

AND % OF STUDENTS NOT MEETING PREREQUISITES BY DISCIPLINE FOR SPRING 1986
IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

DISC	# SECTS	PREQ SECTS	# STUDS	# IN PREQ SECTS	# NO MEET PREQS	TOTAL %	% IN PREQ COURSES	COLL	TOT #	TOT NO MEET	% NO MEET
A & P	1	1	24	24	7	29	29	EVC	24	7	29
A J	15	11	305	283	109	36	39	SJCC			
A J	5	3	91	86	13	14	15	EVC	396	122	30
ACCTG	15	15	697	697	373	54	54	SJCC			
ACCTG	1	1	31	31	12	39	39	EVC	728	385	53
AIR C	8	7	195	189	117	60	62	SJCC	195	117	60
ANAT	1	1	23	23	7	30	30	SJCC			
ANAT	1	1	23	23	6	26	26	EVC	46	13	28
ANTH	1	1	17	17	9	53	53	SJCC	17	9	53
APP	2	0	44	0	0	0	0	SJCC	44	0	0
ART	37	7	781	65	32	4	49	SJCC			
ART	22	5	284	54	42	15	78	EVC	1065	74	7
AS	4	0	12	0	0	0	0	SJCC	12	0	0
ASTRO	1	1	35	35	23	66	66	SJCC	35	23	66
ATH/M	12	0	86	0	0	0	0	SJCC	86	0	0
ATH/W	8	0	50	0	0	0	0	SJCC	50	0	0
AUTO	25	25	551	551	305	55	55	EVC	551	305	55
B P	1	1	6	6	3	50	50	EVC	6	3	50
BIOL	3	3	76	76	38	50	50	SJCC			
BIOL	5	5	129	129	52	40	40	EVC	205	90	44
BOT	0	0	0	0	0	0	0	EVC	0	0	0
BRICK	1	0	0	0	0	0	0	SJCC	0	0	0
BUS	49	34	886	615	278	31	45	SJCC			
BUS	51	43	1488	1377	492	33	36	EVC	2374	770	32
CAB	2	0	37	0	0	0	0	SJCC	37	0	0
CHEM	7	7	164	164	84	51	51	SJCC			
CHEM	13	10	364	297	116	32	39	EVC	528	200	38
CIS	34	33	1313	1306	488	37	37	SJCC			
CIS	35	33	1030	1030	491	48	48	EVC	2343	979	42
CNSTR	11	8	259	189	138	53	73	SJCC	259	138	53
COM S	13	13	383	383	104	27	27	EVC	383	104	27
COMSC	1	1	16	16	10	63	63	SJCC			
COMSC	0	0	0	0	0	0	0	EVC	16	10	63
CORCT	7	0	613	0	0	0	0	SJCC	613	0	0
COS	3	3	93	93	14	15	15	SJCC	93	14	15
CT	48	47	660	659	591	90	90	SJCC			
CT	11	11	170	170	152	89	89	EVC	830	743	90
DANCE	25	8	290	52	26	9	50	SJCC			
DANCE	18	5	205	56	26	13	46	EVC	495	52	11
DENT	10	10	387	387	288	74	74	SJCC	387	288	74
DRAFT	12	12	218	218	131	60	60	SJCC			
DRAFT	17	17	310	310	157	51	51	EVC	528	288	55
DRAMA	32	8	309	117	49	16	42	SJCC			
DRAMA	13	3	103	29	8	8	28	EVC	412	57	14
E C E	16	11	423	248	121	29	49	SJCC	423	121	29

APPENDIX C

AND % OF STUDENTS NOT MEETING PREREQUISITES BY DISCIPLINE FOR SPRING 1986
IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

DISC	# SECTS	PREQ SECTS	# STUDS	# IN PREQ SECTS	# NO MEET PREQS	TOTAL %	% IN PREQ COURSES	COLL	TOT #	TOT NO MEET	% NO MEET
E S L	72	64	1937	1853	450	23	24	SJCC			
E S L	55	44	1998	1586	814	41	51	EVC	3935	1264	32
ECON	6	6	205	205	76	37	37	SJCC			
ECON	5	5	265	265	74	28	28	EVC	470	150	32
ELEC	10	0	243	0	0	0	0	SJCC	243	0	0
ELECT	146	146	2344	2344	1726	74	74	SJCC			
ELECT	31	31	522	522	397	76	76	EVC	2866	2123	74
ENGL	92	69	2338	1836	694	30	38	SJCC			
ENGL	84	76	2830	2559	779	28	30	EVC	5168	1473	29
ENGR	11	11	20	20	14	70	70	EVC	20	14	70
ENGRT	1	0	19	0	0	0	0	EVC	19	0	0
EVIR	1	1	28	28	7	25	25	EVC	28	7	25
F C S	5	5	145	145	91	63	63	SJCC			
F C S	21	13	360	231	149	41	65	EVC	505	240	48
FLOOR	3	0	65	0	0	0	0	SJCC	65	0	0
FREN	10	7	116	92	41	35	45	SJCC			
FREN	4	3	63	41	22	35	54	EVC	179	63	35
GEOG	3	3	59	59	27	46	46	SJCC	59	27	46
GEOL	3	2	47	41	21	45	51	SJCC	47	21	45
GER	2	2	19	19	12	63	63	EVC	19	12	63
GLAZ	3	0	34	0	0	0	0	SJCC	34	0	0
GOVT	3	0	42	0	0	0	0	SJCC			
GOVT	3	0	21	0	0	0	0	EVC	63	0	0
GUIDE	20	0	483	0	0	0	0	SJCC			
GUIDE	12	0	382	0	0	0	0	EVC	865	0	0
H ED	12	12	497	497	132	27	27	SJCC			
H ED	9	8	372	357	68	18	19	EVC	869	200	23
H S	0	0	0	0	0	0	0	SJCC	0	0	0
H SCI	6	5	186	149	102	55	68	SJCC	186	102	55
HIST	21	21	1012	1012	424	42	42	SJCC			
HIST	15	15	733	733	219	30	30	EVC	1745	643	37
I A	4	4	42	42	29	69	69	SJCC	42	29	69
I I	35	0	1046	0	0	0	0	EVC	1046	0	0
I T V	12	10	106	92	57	54	62	EVC	106	57	54
I/DIS	4	0	110	0	0	0	0	EVC	110	0	0
JAPAN	2	2	45	45	33	73	73	SJCC	45	33	73
JOURN	4	2	22	17	6	27	35	SJCC			
JOURN	5	4	20	19	7	35	37	EVC	42	13	31
L A	16	0	596	0	0	0	0	SJCC	596	0	0
L E	26	26	589	589	370	63	63	SJCC	589	370	63
LABOR	15	3	370	62	55	15	89	SJCC	370	55	15
LASER	7	7	87	87	59	68	68	SJCC	87	59	68
LATIN	1	1	19	19	12	63	63	EVC	19	12	63
LIB	2	2	50	50	20	40	40	SJCC	50	20	40
LIBR	1	1	18	18	8	44	44	EVC	18	8	44

APPENDIX C

AND % OF STUDENTS NOT MEETING PREREQUISITES BY DISCIPLINE FOR SPRING 1986
IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

DISC	# SECTS	PREQ SECTS	# STUDS	# IN PREQ SECTS	# NO MEET PREQS	TOTAL %	% IN PREQ COURSES	COLL	TOT #	TOT NO MEET	% NO MEET
MACH	22	22	388	388	290	75	75	SJCC	388	290	75
MATH	58	41	1821	1586	654	36	41	SJCC			
MATH	53	43	2064	1361	656	32	48	EVC	3885	1310	34
METEO	0	0	0	0	0	0	0	SJCC	0	0	0
MICRO	1	1	21	21	14	67	67	SJCC			
MICRO	1	1	41	41	18	44	44	EVC	62	32	52
MIL S	2	0	4	0	0	27	0	SJCC	4	0	0
MKTG	16	13	438	425	120	0	28	SJCC	438	120	27
MUSIC	103	21	899	211	87	10	41	SJCC			
MUSIC	24	12	391	210	62	16	30	EVC	1290	149	12
N S	7	7	248	248	87	35	35	SJCC			
N S	5	5	176	176	48	27	27	EVC	424	135	32
NURS	18	14	497	349	184	37	53	EVC	497	184	37
OCEAN	1	1	37	37	20	54	54	SJCC	37	20	54
P ED	214	1	1987	1	1	0	1	SJCC			
P ED	94	2	990	23	23	2	1	EVC	2977	24	1
PHIL	5	5	212	212	74	35	35	SJCC			
PHIL	6	5	216	198	63	29	32	EVC	428	137	32
PHOTO	21	10	419	246	27	6	11	SJCC			
PHOTO	5	1	86	9	2	2	22	EVC	505	29	6
PHYS	7	7	172	172	58	34	34	SJCC			
PHYS	4	3	98	93	37	38	40	EVC	270	95	35
PHYSC	0	0	0	0	0	0	0	EVC	0	0	0
PHYSO	1	1	21	21	13	62	62	SJCC			
PHYSO	1	1	38	38	15	39	39	EVC	59	28	47
PLAST	2	0	36	0	0	0	0	SJCC	36	0	0
POLSC	5	5	152	152	68	45	45	SJCC			
POLSC	5	5	215	215	57	27	27	EVC	367	125	34
PST	79	0	2688	0	0	0	0	SJCC	2688	0	0
PSYCH	17	15	463	456	185	40	41	SJCC			
PSYCH	15	14	560	540	148	26	27	EVC	1023	333	33
REC	1	1	29	29	20	69	69	SJCC	29	20	69
RIBE	4	0	82	0	0	0	0	SJCC	82	0	0
S SCI	6	5	271	268	115	42	43	SJCC			
S SCI	9	7	397	333	109	27	33	EVC	668	224	34
SL	21	1	65	30	10	15	33	SJCC			
SL	2	0	56	0	0	0	0	EVC	121	10	8
SOC	0	0	0	0	0	0	0	SJCC			
SOC	2	2	63	63	26	41	41	EVC	63	26	41
SP	16	16	436	436	153	35	35	SJCC	436	153	35
SPAN	7	6	126	124	71	56	57	SJCC			
SPAN	12	7	249	157	47	19	30	EVC	375	118	31
SPECL	2	0	2	0	0	0	0	SJCC	2	0	0
SUPR	11	11	252	252	145	58	58	SJCC			
SUPR	9	9	209	209	147	70	70	EVC	461	292	63

APPENDIX C

AND % OF STUDENTS NOT MEETING PREREQUISITES BY DISCIPLINE FOR SPRING 1986
IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

DISC	# SECTS	PREQ SECTS	# STUDS	# IN PREQ SECTS	# NO MEET PREQS	TOTAL %	% IN PREQ COURSES	COLL	TOT #	TOT NO MEET	% NO MEET
TECH	3	2	30	28	22	73	79	EVC	30	22	73
W E	3	3	18	18	8	44	44	SJCC	18	8	44
WD PR	15	14	202	202	96	48	48	SJCC			
WD PR	13	10	215	184	83	39	45	EVC	417	179	43
DIST	2328	1366	51766	35401	15970	31	45		51766	15970	31
EVC	825	545	20734	15292	6372	31	42		20734	6372	31
SJCC	1503	821	31032	20109	9598	31	48		31032	9598	31

APPENDIX D

% OF STUDENTS NOT MEETING PREREQUISITES RANKED
FROM HIGH TO LOW FOR FALL 1985

DISC	% NO MEET	DISC	% NO MEET	DISC	% NO MEET
CT	97	PSYCH	62	MUSIC	14
JAPAN	93	ANAT	61	DRAMA	14
LASER	93	AIR C	61	PHYSO	13
ELECT	88	FREN	59	ART	6
I A	87	DRAFT	58	PHOTO	3
LIB	86	WD PR	55	DANCE	3
ANTH	82	CIS	55	P ED	1
DENT	81	LIBR	54	APP	0
MACH	80	AUTO	53	ATH/M	0
ACCTG	77	PHYS	53	ATH/W	0
L E	77	E C E	52	BRICK	0
GEOG	76	CHEM	52	CAB	0
ECON	76	MICRO	52	CORCT	0
ELEC	76	BUS	52	FLOOR	0
SOC	75	SPAN	49	GER	0
JOURN	73	MKTG	48	GLAZ	0
SP	71	A & P	48	GOVT	0
COMSC	71	N S	46	GOVT	0
SUPR	71	A J	46	GUIDE	0
H SCI	70	H ED	44	H S	0
S SCI	69	MATH	42	I I	0
PHIL	69	ENGRT	40	L A	0
ASTRO	67	ENGL	38	PLAST	0
METEO	67	ENGR	38	REC	0
F C S	67	CNSTR	38	RIBE	0
BIOL	66	GEOL	33	SL	0
I T V	66	COS	30	SPECL	0
POLSC	65	NURS	28	TECH	0
BOT	65	E S L	26	W E	0
COM S	64	LABOR	24		
HIST	64	PHYSC	20		

APPENDIX E

% OF STUDENTS NOT MEETING PREREQUISITES RANKED
FROM HIGH TO LOW FOR SPRING 1986

DISC	% NO MEET	DISC	% NO MEET	DISC	% NO MEET
CT	90	WD PR	43	DRAMA	14
MACH	75	CIS	42	MUSIC	12
DENT	74	SOC	41	DANCE	11
ELECT	74	LIB	40	SL	8
JAPAN	73	CHEM	38	ART	7
TECH	73	NURS	37	PHOTO	6
ENGR	70	HIST	37	P ED	1
I A	69	BUS	32	APP	0
REC	69	FREN	35	AS	0
LASER	68	PHYS	35	ATH/M	0
ASTRO	66	SP	35	ATH/W	0
SUPR	63	POLSC	34	BOT	0
GER	63	MATH	34	BRICK	0
LATIN	63	S SCI	34	CAB	0
L E	63	PSYCH	33	CORCT	0
COMSC	63	E S L	32	ELEC	0
AIR C	60	ECON	32	ENGRT	0
AUTO	55	N S	32	FLOOR	0
H SCI	55	SPAN	31	GLAZ	0
DRAFT	55	DIST	31	GOVT	0
OCEAN	54	SJCC	31	GUIDE	0
I T V	54	JOURN	31	H S	0
CNSTR	53	EVC	31	I I	0
ANTH	53	A J	30	I/DIS	0
ACCTG	53	A & P	29	L A	0
MICRO	52	E C E	29	METEO	0
B P	50	ENGL	29	MIL S	0
F C S	48	ANAT	28	PHYSC	0
PHYSO	47	MKTG	27	PLAST	0
GEOG	46	COM S	27	PST	0
GEOL	45	EVIR	25	RIBE	0
LIBR	44	H ED	23	SPECL	0
W E	44	COS	15		
BIOL	44	LABOR	15		

APPENDIX F

IMPACT OF INFORMATIONAL AND LOCK OUT MODES ON ENGLISH AT EVERGREEN VALLEY COLLEGE

DISCIPLINE	FA 84 HD CNT	FA 84 WSCH	FA 85 HD CNT	FA 85 WSCH	CHNG 84-85 % CHNG HD CNT	CHNG 84-85 % CHNG WSCH	FA 86 HD CNT	FA 86 WSCH	CHNG 85-86 % CHNG HD CNT
ENGL 1B	233	699	233	699	0	0	238	714	2
ENGL 1A	589	1767	652	1956	11	11	637	1911	-2
ENGL 92	428	1284	528	1591	23	24	515	1558	-2
ENGL 330	478	1542	384	1165	-20	-24	338	1030	-12
SUBTOTAL WRITING	1728	5292	1797	5411	4	2	1728	5213	-4
ALL WRITING	1980	6048	1941	5822	-2	-4	1834	5531	-6
ENGL 102	241	723	316	948	31	31	339	1017	7
ENGL 322	186	558	274	822	47	47	271	813	-1
ENGL 321	44	132	155	465	252	252	170	516	10
SUBTOTAL READING	471	1413	745	2235	58	58	780	2346	5
ALL READING	794	2705	1327	4563	67	69	1189	3832	-10
TOTAL ENGLISH	2774	8753	3268	10385	18	19	3023	9363	-7
II 340	21	126	18	108	-14	-14	63	318	250
II 394	26	156	56	336	115	115	85	480	52
TOTAL ENGL. PLUS II	2821	9035	3342	10829	18	20	3171	10161	-5

APPENDIX G

IMPACT OF INFORMATIONAL AND LOCK OUT MODES ON ENGLISH AT SAN JOSE CITY COLLEGE

DISCIPLINE	FA 84 HD CNT	FA 84 WSCH	FA 85 HD CNT	FA 85 WSCH	CHNG 84-85 % CHNG HD CNT	CHNG 84-85 % CHNG WSCH	FA 86 HD CNT	FA 86 WSCH	CHNG 85-86 % CHNG HD CNT	CHNG 85-86 % CHNG WSCH
ENGL 1B	254	762	254	762	0	0	281	843	11	11
ENGL 1A	525	1575	525	1575	0	0	526	1590	0	1
ENGL 92	397	1167	533	1599	34	37	547	1641	3	3
ENGL 330	295	1100	339	1017	15	-8	291	873	-14	-14
SUBTOTAL WRITING	1471	4604	1651	4953	12	8	1645	4947	-0	-0
ALL WRITING	1587	4903	1779	5337	12	9	1769	5318	-1	-0
ENGL 102	91	276	124	372	36	35	84	252	-32	-32
ENGL 322	86	267	193	579	124	117	178	534	-8	-8
ENGL 321	214	669	169	504	-21	-25	102	309	-40	-39
SUBTOTAL READING	391	1212	486	1455	24	20	364	1095	-25	-25
ALL READING	808	1661	1086	2065	34	24	719	1312	-34	-36
TOTAL ENGLISH	2395	6564	2865	7402	20	13	2488	6630	-13	-10
LA 340	11	66	26	174	136	164	41	246	58	41
LA 394*	186	928	209	1043	12	12	270	1303	30	25
LA 96	3	15	2	10	-33	-33	5	25	150	150
LA 94	48	240	11	55	-77	-77	11	45	0	-18
TOTAL ENGL. PLUS LA	2643	7813	3113	8684	18	11	2815	8249	-10	-5

NOTES:

SPELLING INCLUDED WITH WRITING, READING LABS WITH ALL READING.
LA 394 ENROLLMENTS AND WSCH WERE REDUCED 30% TO REMOVE THE ENROLLMENT AND WSCH ASSOCIATED WITH MATH ONLY STUDENTS.
1985 WSCH AN INTERPOLATION FOR LA 394.

JK:9/2 3:12

APPENDIX H

IMPACT OF INFORMATIONAL AND LOCK OUT MODES ON
ENGLISH IN THE SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

	FA 84 HD CNT	FA 84 WSCH	FA 85 HD CNT	FA 85 WSCH	CHNG 84-85 % CHNG HD CNT	CHNG 84-85 % CHNG WSCH	FA 86 HD CNT	FA 86 WSCH	CHNG 85-86 % CHNG HD CNT	CHNG 85-86 % CHNG WSCH
TOTAL ENGLISH EVC	2774	8753	3268	10385	18	19	3023	9363	-7	-10
TOTAL ENGLISH SJCC	2395	6564	2865	8068	20	23	2488	6828	-13	-15
TOTAL ENGL. + II AT EVC	2821	9035	3342	10829	18	20	3171	10161	-5	-6
TOTAL ENGL. + LA AT SJCC	2643	7813	3113	9350	18	20	2815	8447	-10	-10
TOTAL ENGLISH DISTRICT	5169	15317	6133	18453	19	20	5511	16191	-10	-12
TOTAL ENGLISH + II AND LA	5464	16848	6455	20179	18	20	5986	18608	-7	-8

JK:9/2 3:15

APPENDIX I

% OF STUDENTS NOT MEETING PREREQUISITES IN COURSES WITH BASIC SKILLS PREREQUISITES FOR SPRING 1986

	SJCC			EVC		
COURSE	# IN SECT	# NO MEET	% NO MEET	# IN SECT	# NO MEET	% NO MEET
BUS 1	25	19	76			
CIS 1	14	1	7	34	8	24
DRAMA 13A	21	16	76			
ELECT 50A	6	2	33			
H ED 14	14	6	43			
L E 55	13	11	85			
SUPR 104	23	9	39	20	10	50
WD PR 100	26	7	27	39	15	38
ANTH 63	17	9	53			
ECE 155	20	18	90			
H ED 11	37	9	24	55	5	9
ENGL 92	34	11	32	32	10	31
JAPAN 91A	34	25	74			
LIB S 11	44	17	39			
MUSIC 91	0	0	0	38	4	11
N S 10A	51	18	35	27	7	26
POLSC 1	29	13	45	53	15	28
PSYCH 10	0	0	0			
COM S	0	0	0	20	6	30
SP	31	10	32			
HIST 22	43	22	51	18	9	50
SPAN 1A	27	11	41	27	10	37
HIST 22	43	22	51	18	9	50
PHIL 10	36	11	31	54	7	13
LEVEL 1	142	71	50	93	33	35
LEVEL 2	446	196	44	342	82	24
TOTAL	588	267	45	435	115	26

TOTAL FOR BOTH COLLEGES

1023	382	37

APPENDIX J

% OF STUDENTS NOT MEETING PREREQUISITES IN COURSES
WITH BASIC SKILLS PLUS A COURSE PREREQUISITE(S) FOR SPRING 1986

	SJCC			EVC		
COURSE	# IN SECT	# NO MEET	% NO MEET	# IN SECT	# NO MEET	% NO MEET
BUS 60	39	27	69			
CIS 41	18	15	83	43	27	63
DRAMA 13B	8	2	25			
ELECT 50B	5	5	100			
L E 165C	14	1	7			
SUPR 106	18	11	61	30	28	93
MKTG 135A	20	7	35			
WD PR 115B	6	2	33			
MACH 104	24	24	100			
AUTO 108				22	11	50
F C S 22A				25	22	88
CT 80C	23	17	74	16	13	81
ELECT 63B	27	15	56	8	8	100
CHEM 15	15	7	47	55	21	38
ECE 109	22	11	50			
IA 130	23	15	65			
JAPAN 91B	11	8	73			
BUS 20B				44	5	11
DRAFT 103	14	14	100			
DRAFT 107				18	12	67
SPAN 1B				22	8	36
SPAN 2B	7	6	86			
LEVEL 1	152	94	62	95	66	69
LEVEL 2	142	93	65	188	89	47
TOTAL	294	187	64	283	155	55

TOTAL FOR BOTH COLLEGES

577	342	59

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES NOV 7 1986